EPECTM-O

Education in Palliative and End-of-Life Care for Oncology

Guide for Trainers

For use in live presentations of both EPECTM-O: Original Version and EPECTM-O: Cultural Considerations When Caring for African Americans

Principal message

Reflect on the principle message you are trying to convey in the presentation

Module (or Plenary) overview

Be sure you have reviewed the content, and that you have a firm grasp of the material contained in it.

Preparing for a presentation

1. Assessing the needs of your audience

Choose from the material provided in the syllabus according to the needs of your expected participants. It is better for participants to come away with a few new pieces of information well learned than to come away deluged with information but remembering nothing.

2. Timing the presentation

Allow sufficient time to have participants introduce themselves.

Each plenary or module is meant to be presented in a 1 to 1.5 hour time frame. The suggested timing for each part is:

Presentation section	Alotted Time
Introduction	About 2 to 3 minutes
Case Study Vignette & Discussion	About 3 to 5 minutes
Presentation	About 40-45 minutes
Summary	About 2 to 3 minutes
Total	About 57 to 71 minutes

3. Number of slides: Varies according to the subject matter

4. Preparing your presentation

The text in the syllabus was not designed to be used as a prepared speech. Instead, the slides have been designed to trigger your presentation. Although the slides closely follow the text of the syllabus, they do not include all of the content. Their use presumes that you have mastered the content. You may want to make notes on the slide summary pages to help you prepare your talk in more detail and provide you with notes to follow during your presentation.

Practice your presentation using the slides you have chosen, speaking to yourself in the kind of language you expect to use, until it is smooth and interesting and takes the right amount of time.

5. Preparing a handout for participants

The syllabus text and slides posted on Cancer.gov were designed to be able to be reproduced and provided to participants as a handout, in whole or in part. If the entire Curriculum is not being offered, please include the following in each handout:

EPECTM-O Acknowledgment Pages (to acknowledge the source of the material)

EPECTM-O **Table of Contents** (to give each participant an overview of the EPECTM-O Curriculum)

Syllabus and slides for Module/ Plenary

6. Equipment needs

- Slide projector and screen
- Video player and monitor or projector
- Flipchart, or overhead projector with acetates, and markers for recording discussion points

Test your equipment beforehand to ensure that it works. Cue your video to the start of the segment you will use for the session.

Making the presentation

1. Introduce yourself

If you have not already done so, introduce yourself. Include your name, title, and the organization(s) you work for. Briefly describe your clinical experience related to the information you will be presenting.

2. Introduce the topic

Show the title slide for the module. To establish the context for the session, make a few broad statements about the importance of the material you will cover. Tell participants the format you will use and the time you will take to present the session. Identify any teaching styles other than lecture that you intend to use.

3. Review session objectives

Show the slide with the session objectives listed. Read each objective and indicate those you are planning to emphasize.

Consider asking participants what they hope to get out of the session before showing the session objectives. Jot down on flipchart. See how many of the session objectives are

mentioned by participants. Plan to cover material requested by participants as feasible. Use a "parking lot" for topics that will not be covered in the current lecture.

4. Show the Video or Case Study Vignette

After reviewing the objectives for the session, show the Video or Case Study Vignette. It has been designed to engage the audience and provide an appropriate clinical context for the session. It was not designed to demonstrate an ideal interaction, but to trigger discussion.

Discussion

After the video, ask the participants for their comments about the issues and the interaction they have just seen. To affirm their contributions, consider recording important points on a flipchart or overhead projector.

If the discussion is slow to start, you may want to ask more direct questions, like:

"Have you had similar patients?"

"How did the patient react?

Use the discussion to set the stage for the material to follow. Don't let the discussion focus on a critique of the technical quality of the videotape or how real the players seemed. If the participants didn't like something that was said or done in the video, ask them how they would do it themselves.

Setting limits on discussion time

Limit discussion of the video to no more than 5 minutes, then move on to the presentation. To help move on if the discussion is very engaged, try saying something like:

- "Let's hear two last points before we move on."
- "Now that you have raised many of the tough questions, let's see how many practical answers we can find."

5. Present the material

Recommended style: Choose from a variety of styles depending on the subject matter to be discussed.

Interactive lecture

An interactive lecture will allow you to engage your audience, yet cover the material within 45 to 60 minutes. First, provide an overview of the topic. Then use the case illustrated in the video to highlight each of the important elements.

Alternative style 1: Case-based (if applicable to the module)

If you have mastered the material and the method, a case-based approach to teaching this module can be very effective. Start by presenting an overview of the content of the lesson.

Then, use and expand on the clinical case illustrated in the video to discuss the major topics covered. Use a flipchart or overhead projector to capture the major discussion points. Use the discussion to interweave the key take-home points from the syllabus.

Alternative style 2: Role-play

If you feel comfortable directing a role-play exercise and leading the subsequent discussion, this technique can be a valuable way to illustrate the important points of the lesson to participants

Start the session by summarizing the overall approach and goals of the activity either by using a few slides or listing the main issues on a flipchart or overhead projector.

Then, introduce the role-play exercise. Develop your own scenario for the small groups to use, or use the one from the Case Study Vignette. Ensure that all participants are clear about the nature and stage of the patient's cancer.

Ask participants to divide into health professional, patient, and observer groups. One way to do this is to ask them to count off from 1 to 3. Then, tell the 1s they are health professionals, 2s they are patients, and 3s they are observers.

Ask the health professionals, patients, and observers to take 10 to 15 minutes to engage in role-playing the provided scenario each has received.

After 10 to 15 minutes, stop the activity and invite the small groups to discuss their experience. Ask the patient to comment on what it felt like to be a patient with a serious life-threatening illness, and how he or she felt about the quality of the interaction with the health provider. Ask the health professional to comment on his or her feelings in trying to accomplish the task set out for them. Ask the observer to comment on the substance and the nature of the interaction

After the small-group discussion, lead the larger group in a discussion of the results. Ask for feedback first from the health professional, then from the patients, then from the observers. Use the flipchart or overhead projector to capture the important discussion points. Use the discussion to interweave the key take-home points from the syllabus.

6. Emphasize key take-home points

Add any further illustrative issues

7. Summarize the discussion

Review the flipchart with the participants' stated objectives to see if all points have been addressed.

Briefly review each part of the presentation. Recap two or three of the most important points that were discussed.